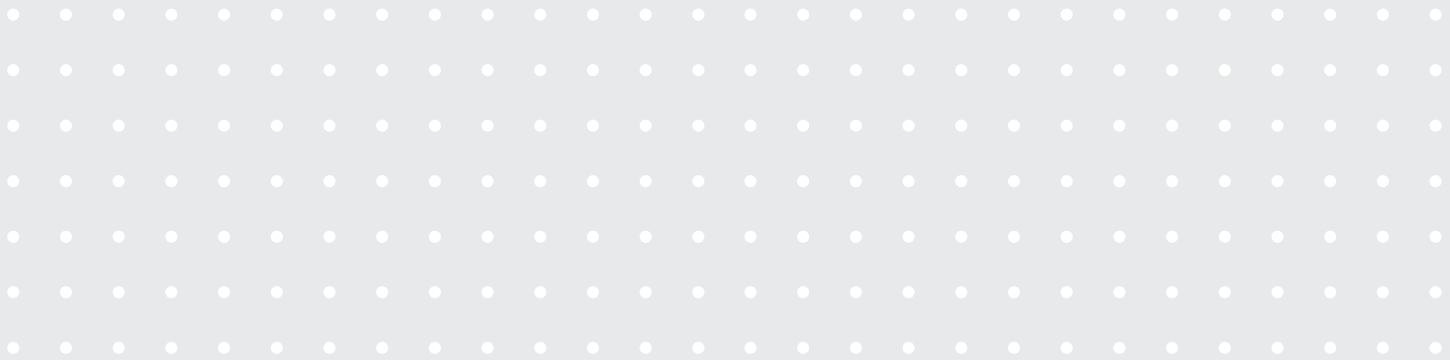


Brand Guide

August 2021 | Version 1.5





The importance of branding

**A strong corporate brand is essential for any business.
Our brand is our identity; it's what gives us our personality.**

Branding makes a memorable impression on our stakeholders. It tells them what to expect from us and how we distinguish ourselves from other accreditation authorities. It is built to be a true representation of who we are as a business and how we want to be perceived.

Ensuring a consistent application of our brand is essential. This guide outlines how the Australian Dental Council brand is applied across how we look and what we say. It will be evolve as the organisation does. New versions will be distributed as they are developed to ensure the consistent application of the Australian Dental Council brand.

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Who we are

1.1 Strategic plan 2022–24

The *Australian Dental Council Strategic Plan 2022–2024* (Strategic Plan) outlines our vision and explains how we will achieve it.

The Strategic Plan plays an important role in the structure and execution of our brand.

It is vital for us to ensure how we look and what we say supports our vision, key result areas and values.

1.1.1 Vision

To be a leader in accreditation and assessments nationally and internationally.

1.1.2 Key result areas

Our key result areas (KRAs) drive the work of the Australian Dental Council (ADC).

The KRAs build on the highly regarded processes and approaches of our accreditation and assessment functions. They also expand on our ability to be agile and resilient in an evolving operational landscape.



**Social
accountability**

The ADC makes decisions that are ethical, safe, and minimise environmental impact.



Leadership

The ADC participates in activities and initiatives that demonstrate its leadership in accreditation and assessments.



Innovation

The ADC is curious and actively seeks new opportunities through pursuit of innovation and quality improvement.



Capability

The ADC invests in its people and systems to achieve its aims, build resilience, and adaptability.

Our values underpin the vision and KRAs. They are the foundations of the organisation and guide our day-to-day interactions.

Our values form the basis of our brand personality. They are the association we want stakeholders to make when they interact with us.



Ethical

We follow ethical practice in all areas of our operations.



Respectful

We respect the interests of our diverse group of stakeholders.



Fair

Our accreditation and assessment processes are thorough, robust, and fair.



Transparent

We work to ensure our processes and procedures are transparent across all stakeholder groups.



Independent

We preserve our independence in every stage of our decision making process and work to manage conflicts of interest in all services and processes.



Supportive

We offer an inclusive, diverse and supportive family friendly workplace, which provides its people with the opportunity to achieve their professional goals.



Collaborative

We recognise the value of each other's strengths and understand we need to listen to, support and help each other in order to achieve our vision.



Innovative

We understand that to stay relevant we need to constantly evolve with the world around us; this means welcome ideas which challenge our conventional views and drive innovation.

1.2

Brand positioning

1.2.1

Brand ladder

Our brand ladder is a guide for our messaging.

It is designed to direct our communications to ensure consistent messaging.

Or benefit to our stakeholders	Emotional benefit	We ensure the public has confidence in the competence and qualifications of those working in the Australian dental sector.		
	Functional benefit	By delivering international best practice in accreditation and assessment.		
How we uniquely deliver our stakeholder benefit	Reasons to believe	We collaborate with our stakeholder groups.	We are an innovator in assessments and accreditation.	We work with public safety at the forefront.
Who we are	Foundation	Modern	Innovative	Leader
	Personality	Professional	Respectful	Transparent

1.2.2

Voice

The way we speak, write, and interact with our stakeholders reflects our brand. It is important for our voice to be consistent and understanding.

At the ADC our voice is:



Transparent

We understand the challenges and concerns of our stakeholders. We are honest, genuine, and approachable in our writing.



Plain spoken

We understand that plain language helps communicate complex ideas. We strive to use words our stakeholders understand quickly and easily.



Professional

We speak to our stakeholders in a warm and accessible way by using communication that is clear and to the point.



Respectful

People relate to content using inclusive language. We chose words that respect all people, including their rights and their heritage.

Our communication reflects our position to uphold the high standards of dentistry in Australia. It is clear, honest and to the point.

We write in active voice using positive language.

We avoid, or explain, unusual words, phrases, idioms, jargon, and so on. Acronyms are expanded on their first use.

EXAMPLE:

The Australian Dental Council (ADC) has developed a new assessment process.

In some cases, such as accreditation guidelines, it may be more appropriate to use passive voice. Exercise your judgement in this case. Default to active voice if you are unsure.

What is active voice?

Active voice describes a sentence where the subject performs the action stated by the verb.

Using active voice makes your meaning clearer for readers and keeps the sentence from becoming too complicated or wordy.

EXAMPLE:

Passive voice: The entrance exam was failed by more than one-third of the applicants of the school.

Active voice: Over one-third of the applicants to the school failed the entrance exam.

Tone varies depending on who we are talking to.

Different language is appropriate at different times. Changing tone shows respect for the situation and the person you are communicating with.

What is most important is to be clear in your writing.

Consider your reader and their state of mind. Are they confused and seeking our help via email? Are they relieved to have passed an examination? Once you have an idea of their motivation, you can adjust your tone accordingly.

Accreditation stakeholders

Use straightforward language which makes it clear to understand direction.

Reader: education provider seeking reaccreditation

Tone: professional, clear, and supportive.

Candidate support

Be clear and concise. Use plain language to help candidates understand what they need to do.

Reader: looking for answers, rushed, stressed.

Tone: warm, educational, and helpful.

How we look

2.1 Logo

The following section outlines the fundamental rules regarding the use of the ADC logo across both print and digital applications.

2.1.1 Story

Our logo tells our story through symbolic shapes and modern typography.



Single lines represent individual members of the council.



Directional arrows which point to the centre represent the network coming together as a group to collaborate.



Combined together, our brand mark represents our role as an Australian dental authority.



Paired with modern typography, our logo represents our position as a key contributor to the Australian dental industry through our role as the appointed independent accreditation authority for the Australian dental professions.

2.1.2 Versions

The full colour (or full colour reversed), landscape logo is our preferred version.

We also have a stacked logo, to be used when there is not sufficient space to use the landscape version.

Additionally, the ADC has a shorthand logo, solely for use on social media as a profile image.

This logo should not be used anywhere other than social media.

	Landscape	Stacked	Social media
Full colour	  preferred version		
Full colour reversed	  preferred version		N/A
Black			N/A
White			N/A

2.1.3 Minimum size

For print, the minimum size is 50mm wide and for digital-use, it is 200px wide. These dimensions ensure legibility of the logo on all applications.

There is no maximum size for the logo.



2.1.4 Clear space

To ensure legibility, keep a minimum clear space around the logo.

This space isolates our logo from any competing graphic elements which may conflict with, overcrowd, and/or lessen the impact.

Use the height of the brand mark as a measure of adequate clear space.



To protect the integrity and strength of our most valuable brand asset, consistent use and application of the logo across all applications is of paramount importance.

To maintain the brand's integrity, you should avoid altering it in anyway.

Below are examples of how not to use the ADC logo.



✗ Do not use drop shadow or any other effect



✗ Do not distort the logo



✗ Do not rotate any part of the logo



✗ Do not change the transparency of the logo



✗ Do not reverse the logo



✗ Do not change the colour of the logo



✗ Do not alter the size or relationship of any part of the logo



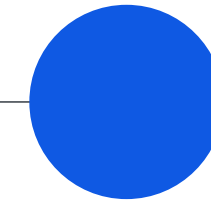
✗ Do not compromise the legibility of the logo



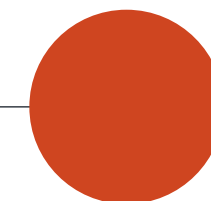
✗ Do not change the font in the logo

Our colours are modern and bold, and further tell our brand story.

The ADC Bold Orange is reminiscent of Australia's dusty red dirt, and the ADC Global Blue can be seen as a rich sky blue that everyone can look to.



ADC Global Blue



ADC Bold Orange

2.2.1 Primary colours

The ADC Bold Orange and ADC Rich Grey are our primary colours. They must be given the greatest proportion of use over the secondary colour palette.

ADC Bold Orange

RGB R207 G69 B32
Web #CF4520
CMYK C0 M82 Y94 K2
PMS Pantone 173 C

ADC Rich Grey

RGB R29 G37 B45
Web #1D252D
CMYK C90 M68 Y41 K90
PMS Pantone 433 C

2.2.2 Secondary colour

Additionally, ADC Global Blue can be used as a secondary colour, where appropriate. However, the balance of colours should lean toward orange over blue.

Note: For ADC International materials, the balance of colours is reversed.

ADC Global Blue

RGB R15 G89 B227
Web #0F59E3
CMYK C93 M61 Y0 K10
PMS Pantone 2728 C

2.2.3 Tertiary colours

Where required, a tertiary colour palette has been created – pulled from the gradient between ADC Bold Orange to ADC Global Blue.

These colours are to be used minimally to distinguish large portions of data in charts/graphs etc. and generally should not be used for most ADC materials.

ADC Tertiary Indigo

RGB R46 G18 B166
Web #2E12A6
CMYK C72 M89 Y0 K35
PMS Pantone 2746 C

ADC Tertiary Purple

RGB R125 G20 B161
Web #7D14A1
CMYK C22 M88 Y0 K37
PMS Pantone 2593 C

ADC Tertiary Red

RGB R175 G5 B69
Web #B00545
CMYK C0 M97 Y60 K31
PMS Pantone 1945 C

2.2.4 Contrast and accessibility

In both Australia and New Zealand, government agencies and organisations that are public facing are required to follow web accessibility laws and meet the [Web Content Accessibility Guidelines](#) (WCAG) standard to provide equal access to information.

Adhering to WCAG AA is the current standard for accessibility, and the examples below indicate which colour combinations can be used to pass the WCAG AA contrast levels.

ADC Bold Orange	
Small text	✓ Pass
Large text	✓ Pass
Small text	✗ Fail
Large text	✓ Pass
Small text	✓ Pass*
Large text	✓ Pass*
Small text	✓ Pass
Large text	✓ Pass
ADC Rich Grey	
Small text	✓ Pass
Large text	✓ Pass
Small text	✓ Pass
Large text	✓ Pass
Small text	✗ Fail
Large text	✓ Pass*
Small text	✓ Pass
Large text	✓ Pass
ADC Global Blue	
Small text	✓ Pass
Large text	✓ Pass
Small text	✓ Pass
Large text	✓ Pass
Small text	✗ Fail
Large text	✗ Fail
Small text	✓ Pass
Large text	✓ Pass

* Whilst these colour combinations technically pass the WCAG AA standard, objectively they are still difficult to read and must be avoided.

2.3 Typography

With our sophisticated and modern primary and secondary typefaces, communications with personality and interest can be produced.

The ADC uses two fonts across its materials, including procedures, policies, reports, and forms. The use of fonts requires a consistent approach across the ADC suite of materials.

2.3.1 Primary typeface

Cera Pro is our primary typeface, and is used for headlines, sub-headings and introductory text across both print and digital applications.

This font is to be used for documents which are print, distributed as PDFs, or for the ADC website.

Cera Pro Medium
Cera Pro Light

2.3.2 Secondary typeface

Century Gothic is our secondary typeface and is used for body text in publications and web copy.

Century Gothic Bold
Century Gothic Regular

Typography hierarchy organises type and establishes an order of importance within the content, helping readers easily find what they are looking for.

Type should be left aligned, where possible.

When setting type, the below formats are recommended.

Main headlines (Cera Pro Light, ADC Rich Grey)

Sub headings (Cera Pro Medium, ADC Bold Orange)

Main body text (Century Gothic Regular, ADC Rich Grey).

Example text, lorem ipsum dolor sit amet, consectetur adipiscing elit. Morbi sed massa id sem tempus in venenatis massa. Maecenas metus urna, condimentum nec erat vel, blandit vulputate orci. Fusce consequat, lacus nec pulvinar ullamcorper, erat velit tincidunt libero, eget aliquam metus augue.

Additional sub headings (Century Gothic Bold, ADC Rich Grey)

Example text, lorem ipsum dolor sit amet, consectetur adipiscing elit. Morbi sed massa id sem tempus in venenatis massa. Maecenas metus urna, condimentum nec erat vel, blandit vulputate orci. Fusce consequat, lacus nec pulvinar ullamcorper, erat velit tincidunt libero, eget aliquam metus augue.

Additional sub headings (Century Gothic Bold, ADC Rich Grey)

Example text, lorem ipsum dolor sit amet, consectetur adipiscing elit. Morbi sed massa id sem tempus in venenatis massa. Maecenas metus urna, condimentum nec erat vel, blandit vulputate orci. Fusce consequat, lacus nec pulvinar ullamcorper, erat velit tincidunt libero, eget aliquam metus augue.

Sub headings (Cera Pro Medium, ADC Bold Orange)

Example text, lorem ipsum dolor sit amet, consectetur adipiscing elit. Morbi sed massa id sem tempus in venenatis massa. Maecenas metus urna, condimentum nec erat vel, blandit vulputate orci. Fusce consequat, lacus nec pulvinar ullamcorper, erat velit tincidunt libero, eget aliquam metus augue.

Use the below formatting guides for tables to maintain consistency across ADC documents and to allow for an easier reading flow.

All rows

All rows to not include left or right borders – only include bottom and top borders between cells.

Border style: 0.25pt weight, ADC Rich Grey (#1D252D)

Font colour: ADC Rich Grey (#1D252D)

Body cells

Background colour: White (#FFFFFF)

Font: Century Gothic, Regular

Header row

Background colour: ADC Rich Grey 10% Tint (#E8E9EA)

Font: Century Gothic, Bold

Divider row

Background colour: ADC Rich Grey 5% Tint (#F4F4F5)

Font: Century Gothic, Bold

Sub heading row

Background colour: White (#FFFFFF)

Font: Century Gothic, Bold

Font colour: ADC Global Blue (#0F59E3)

Total row

Background colour: White (#FFFFFF)

Border style: 1pt weight top border, ADC Rich Grey (#1D252D)

Font: Century Gothic, Bold

Font colour: ADC Bold Orange (#CF4520)

Example

Header text	Lorem ipsum
Body text	012345
Body text	012345
Body text	012345
Divider row, if necessary	
Body text	012345
Body text	012345
Sub heading	
Body text	012345
Body text	012345
Body text	012345
Sub heading	
Body text	012345
Body text	012345
Body text	012345
Body text	012345
Total row, if required	678910

2.4 Graphic illustration

Using a consistent graphic treatment for images and illustrations helps shape our communications, allowing us to capture our unique truths and to differentiate ourselves from our competitors and other organisations.

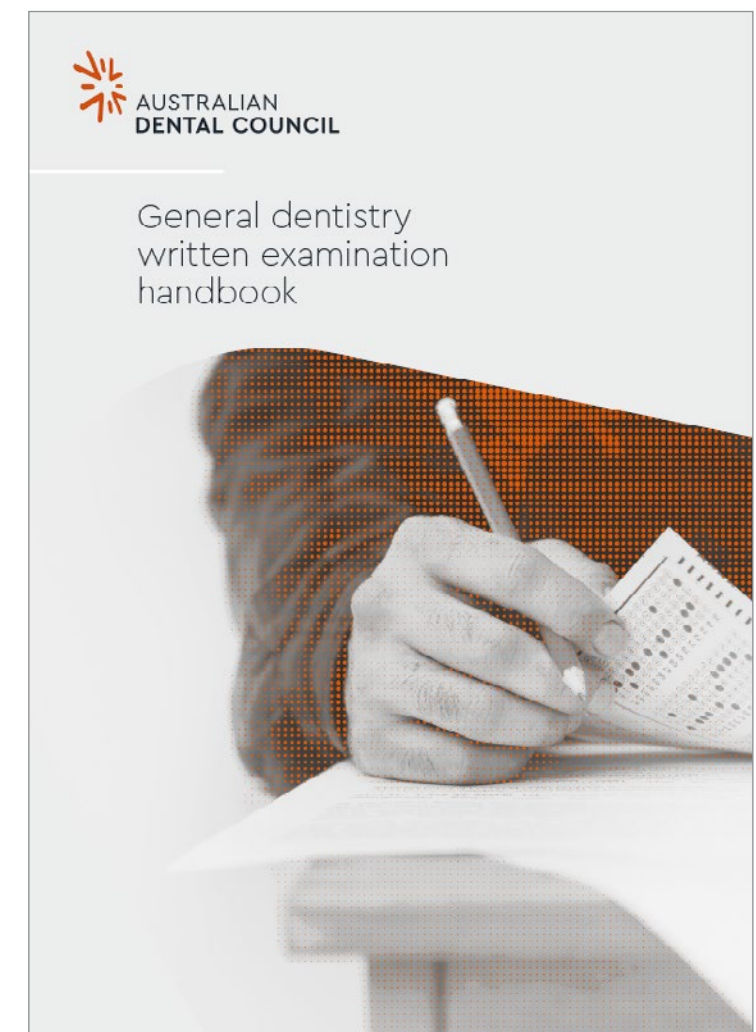
2.4.1 Brand mark

The ADC brand mark can be used as a standalone graphical element (e.g. as a watermark).

Additionally, shapes within the brand mark can be isolated, and as frames for photographic images.



Example: brand mark used as a watermark.



Example: brand mark shape (arrow corner) enlarged, and used as a frame for photographic image.

2.4.2

Pointillism image treatment

For both assessment and accreditation, the ADC looks at fine details (whether this be a practitioner's skills, or an education provider teaching schedule), and by focusing on the skills and fine details we prepare ourselves for the bigger picture.

Using a pointillism-inspired detailing over carefully chosen images (with a preference of up-close, detail-focused photography), we create a unique and recognisable look for the ADC.

The pointillism image treatment should only be used where the image will be shown at a large scale.



2.4.3 White space and minimalism

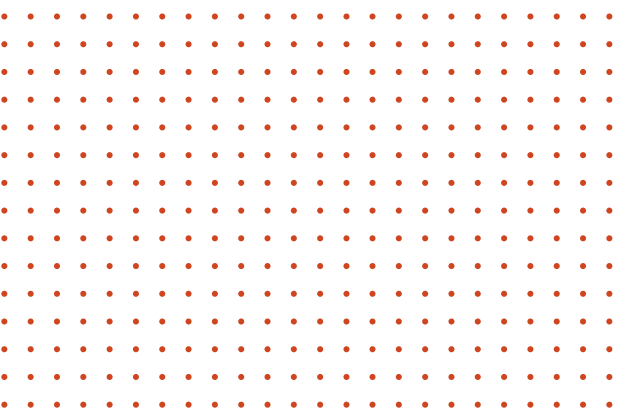
Maintaining white (breathing) space, and using minimalist design practices projects peace and elegance to the ADC brand.

Consider keeping the left-margin clear in-line with the ADC logo.
Graphics that are of decrational use only should be kept to a minimum. It's best to spread a document over multiple pages, than to pack it all onto the one page.

2.4.4 Dot-work grid pattern

For images shown at a smaller scale, a dot-work grid pattern can be added to the layout instead of the pointillism image treatment.

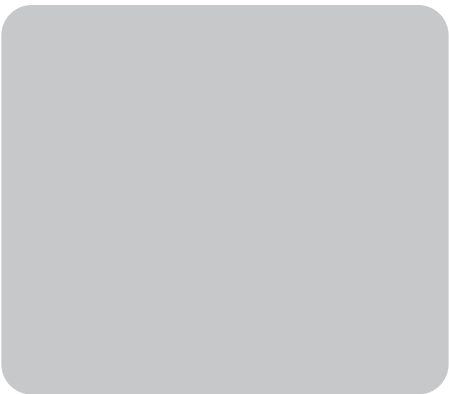
The dot-work pattern can be added over or under images and should align to the general layout grid.



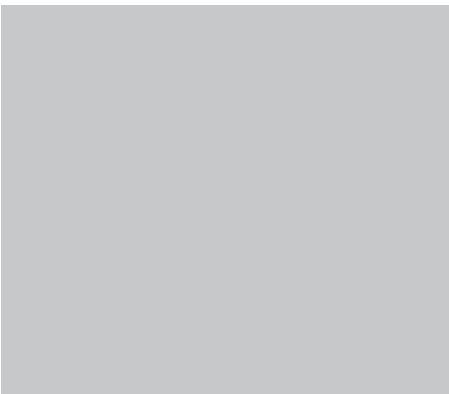
2.4.5 Shapes and content boxes

Avoid hard edges on content boxes and shapes.

Use rounded corners, as these create a softer, calmer experience for our audience.



✓ Use rounded edges on shapes/content boxes



✗ Avoid hard edges

2.5 Iconography

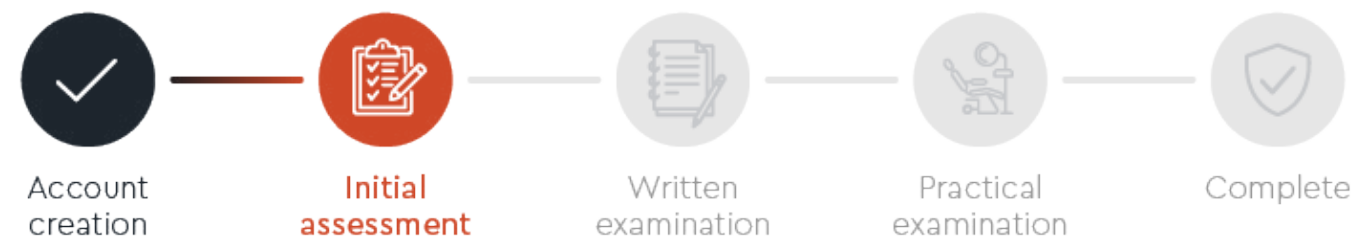
Infographics using icons, or large chunks of text with icons can support content delivery and understanding.

All ADC icons are to be constructed using a single line weight and feature rounded terminals and corners. Icons should be created using lines only (with no fill).

Icons can be contained in a circle (optional).



As of April 2021



2.6 Photography

Consistency of photography style is essential when choosing stock images or preparing a brief for a photographic shoot.

The ADC photography style is:



Detail-orientated

Up-close, detail-focused photography that capture a specific action/tool/task are preferenced over wide-angle, overview style shots.



Interesting

Talent featured in the imagery should show interest with the environment within which they are located, and the action they are taking.



Professional

Photos need to represent the dental profession in a safe, professional, clean and positive environment, and must adhere to infection control guidelines.



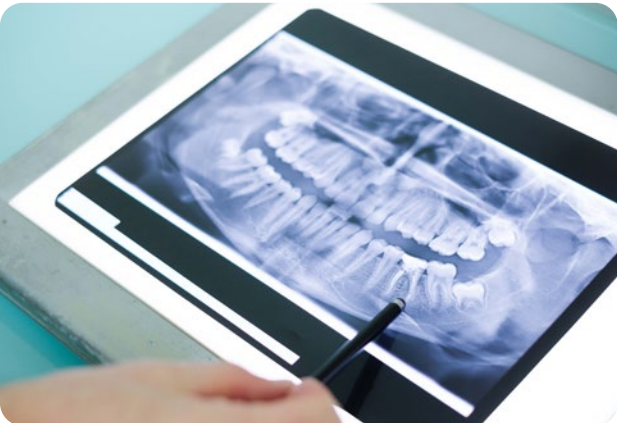
Diverse

Photos that feature people should reflect a variety of cultural groups and genders, to show a global perspective of the real-world.



Natural

Where possible, images should be natural, not posed, and reflect the day-to-day work of the ADC.

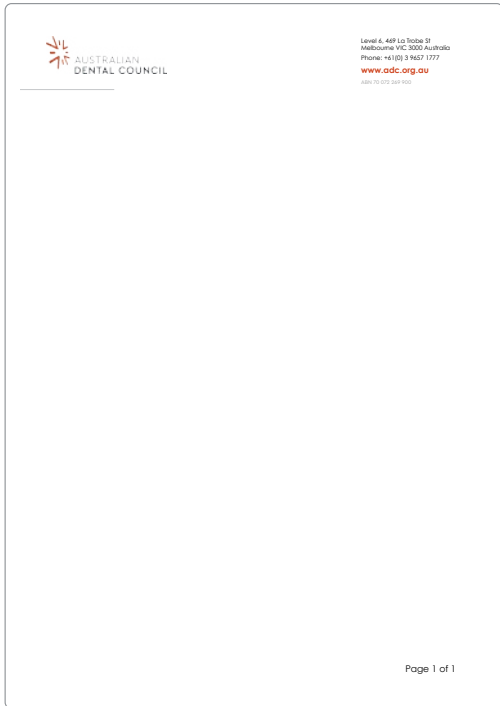


2.7 Templates

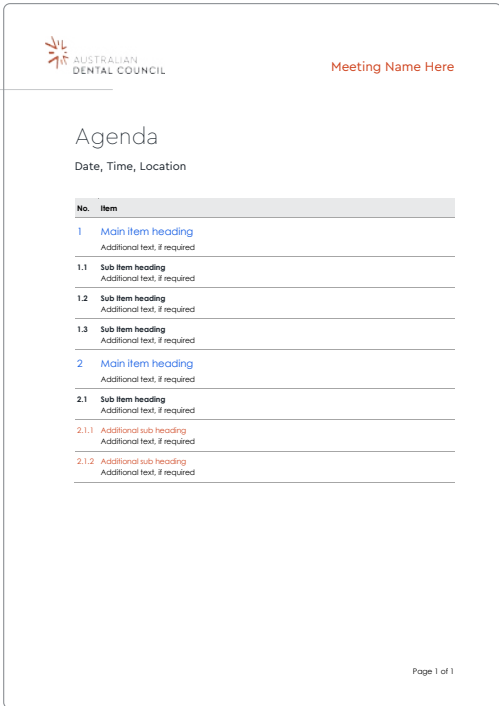
A suite of Microsoft Office templates for reports and presentations are available and should be used when writing/presenting on behalf of the ADC.

The templates are available via Microsoft Teams.

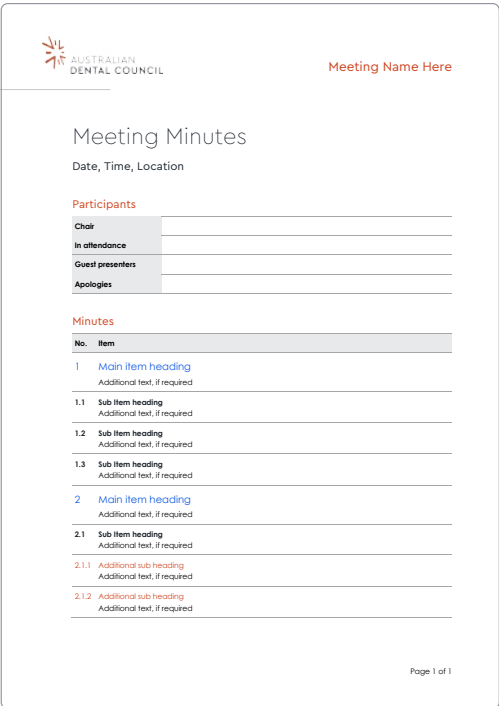
Within Microsoft Teams, navigate to **Teams > ADC Comms Team > Files** to access them.



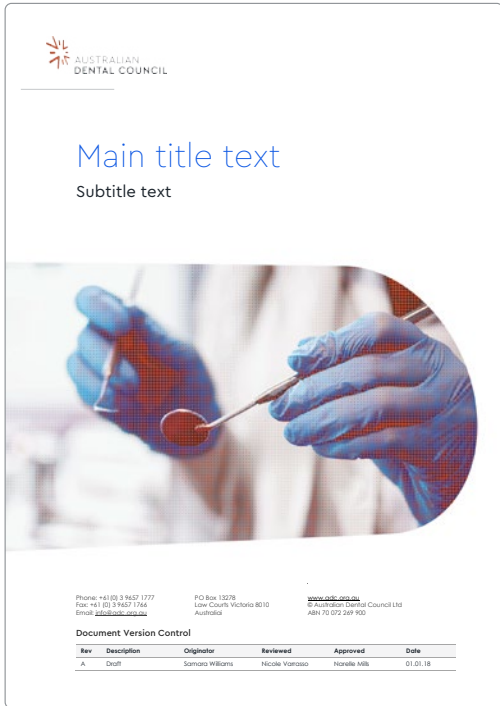
Example: ADC Letterhead Template



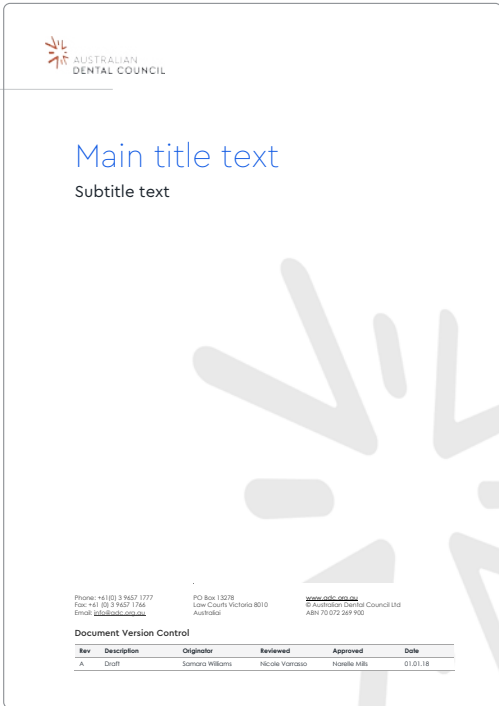
Example: ADC Agenda Template



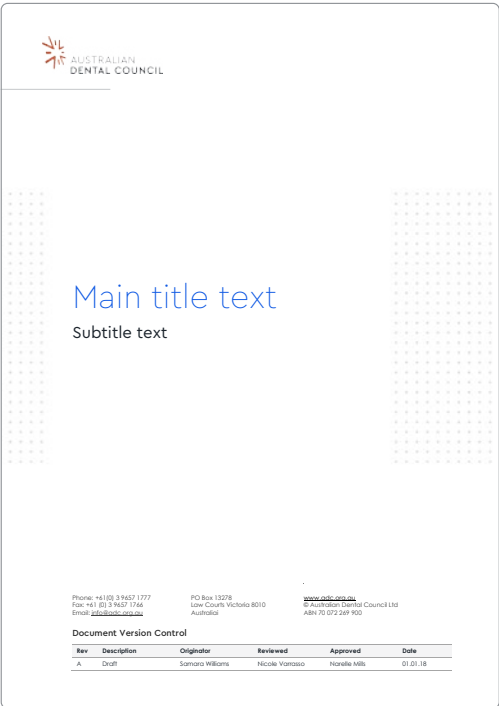
Example: ADC Minutes Template



Example: ADC Report Template 1



Example: ADC Report Template 2



Example: ADC Report Template 3

What we say

3.1 Inclusive language

The ADC advocates for inclusive language, as outlined in our Guide to inclusive language.

3.1.1 General principles

Use people-centric language focusing on the person and reflecting the individuality of people. People-centric language doesn't classify, or stereotype people based on their association or identity with a group or culture.

Only reference personal attributes or characteristics when it is relevant to the context.

Where appropriate, ask about the language the person prefers and respect their wishes. Don't make assumptions about people or their characteristics based on stereotypes or limited information.

Be conscious of the implications of your language. Avoid excluding others or making people invisible by your choice of language. Avoid language and expressions that disparage or trivialise others.

Where possible, empower the person or group to speak for themselves. If you do need to speak on the behalf of a group of people, it is very important that you consult widely to ensure that the language you use is reflective of the group.

Address and remove stereotypes and myths. If someone uses inappropriate language in your presence speak out against it and correct the inappropriate language used if it is safe to do so.

Ensure that the language and the delivery of your material is accessible to a diverse audience with diverse needs.

Be aware of the context of the language being used. People may use certain terms to claim their identity, but the same terms could be interpreted as derogatory when used by others.

3.1.2

Aboriginal and Torres Strait Islander peoples

Aboriginal and Torres Strait Islander is the preferred term for all documentation when referring to the original inhabitant of all the lands now known as Australia.

Use a lower case 'p' when referring to individuals (e.g. Aboriginal and Torres Strait Islander peoples).

Use an upper case 'P' when referring to Nations or groups (e.g. 'Aboriginal and Torres Strait Islander Peoples').

Refer to an Aboriginal person by their clan if it is known (e.g. use 'Wurundjeri woman Casey says...' rather than 'Aboriginal woman Casey says...').

Always use 'Aboriginal and Torres Strait Islander peoples' in full – don't abbreviate to 'ATSI' or 'A&TSI'.

Only use 'Aboriginal' if referring to the original inhabitants of mainland Australia or Tasmania. 'Aboriginal' must always start with a capital 'A'. The word Aboriginal shouldn't be used as a noun – only as an adjective.

Never use the word 'aborigine'.

First Nations refers to the collective of individual Nations in Australia. This is to be used when referring to all or some of the Indigenous Nations in Australia. All words in this term must start with a capital letter and it is always plural.

First Peoples refers to the collective of individual Nations in Australia and acknowledges those who may not know which nation they are from. This can be used when referring to all or some of the Indigenous Nations in Australia. This term can be used instead of Indigenous. All words in this term must start with a capital letter and it is always plural.

Indigenous is only used when it is in the name of a title or a direct quote that cannot be changed or when referring to First Peoples in an international context. The term Indigenous is not preferred, however where Aboriginal and Torres Strait Islander is used repeatedly within a shorter document, Indigenous can be used. Indigenous must always start with a capital 'I'.

Be conscious in your writing not to exclude or isolate Aboriginal and Torres Strait Islander peoples (e.g. stating that 'all Australians have access to quality medical care' excludes the lived experience of many Aboriginal and Torres Strait Islander peoples).

Don't trivialise or misrepresent important cultural beliefs and practices (e.g. don't refer to the Dreamtime as myths or legends).

Don't make assumptions about someone's ancestry or identity based on their physical features.

Terms such as 'half-caste', 'full-blood' and 'part-Aboriginal' are offensive and should not be used.

The Australian Dental Council is committed to respecting and upholding Aboriginal and Torres Strait Islander cultural protocols. We include the following Acknowledgement of Country on our website, email signature and in the cover of our reports and other key documents:

We acknowledge the Wurundjeri Woiwurrung People of the Kulin Nation as the Traditional Custodians of the country on which the Australian Dental Council is located, and pay our respects to their Elders past, present, and emerging.

3.1.3

Age

Only refer to age when relevant to the context, and when it is necessary, always use people-centric language (e.g. 'older adults' or 'younger people').

Avoid age stereotypes (e.g. 'old men are grumpy', 'old people won't adapt to new technologies', 'millennials are compulsive job-hoppers').

3.1.4	Culture	Only refer to someone's cultural background when it is appropriate for the context. If you do, check their preference and/or use people-centric language (e.g. 'person of Indian descent'). Educate yourself on someone's culture and respect cultural differences that may be present.	Avoid undue emphasis on differences (e.g. introducing all interviewees in a story by name, but describing one as 'Chinese'). Avoid making someone's culture invisible, e.g. the use of umbrella terms such as 'Asians' ignores the multiple ethnicities within Asia. Instead, refer to the person's ethnicity where appropriate (and always check their preference, e.g. Indonesian, Chinese, Australian).
3.1.5	Disability	Never make assumptions about disability, as many are invisible. When writing or talking about people with disability use the term 'people with disability' not 'people with a disability' in recognition of the fact people may have more than one disability. If you are unsure how to refer to a person with disability, ask them directly how they prefer to refer to themselves and respect their preferences when communicating to and about them. Use people-centric language wherever possible when writing about disability. A person's disability doesn't define them, so ensure it is always referred to as an objective condition rather than an adjective describing the person (e.g. say 'Michael, a student who experiences vision impairment, said...' rather than 'blind student Michael said...').	Use a strength-based approach where possible, such as 'person experiencing poor mental health', rather than 'a person who is schizophrenic'. Never use inappropriate or derogatory language such as 'cripple', 'handicapped', 'mental', 'wheelchair-bound', 'retard' or 'spaz' – either when referring to a person, (e.g. 'handicapped cyclist', or in any broader context, e.g. 'the computer is having a spaz' or 'you are such a retard'). Ensure the language and delivery of your message is accessible to all audiences. Content should be optimised for viewing or listening by people who may be vision or hearing impaired, or who experience dyslexia. Ensure all web content complies with the Australian Dental Council Web Accessibility Guidelines. Accessibility check in programs, such as Microsoft Word, can be used to help you ensure you practice website accessibility.
3.1.6	Gender	Only use gendered language when it is appropriate for the context (e.g. use 'the Chair' rather than 'the Chairman'). The only exception to this would be for formal titles from external organisations that already contain gendered terms. It is fine to use the singular 'they' or 'their' where required (e.g. 'Every student should bring their calculator to the exam for inspection'). Avoid using unnecessary gender references (e.g. 'a male nurse' or 'a female doctor'), unless it is appropriate for the context.	Don't assume someone's gender based on their name or physical features. Always ask what their preferred pronouns are (e.g. he, she, they, zie) and use them correctly and respectfully. Use gender neutral pronouns where possible (e.g., avoid 'the new employer may exercise his right' instead use 'the new employer may exercise their right'). Don't use gender references in a demeaning or trivialising way (e.g. 'throw like a girl'). Don't infantilise groups (referring to groups or individuals as children, or in a way which denies their maturity in age or experience. e.g. 'the girls in the office').

3.1.7	Sexuality	When an acronym is required, always use LGBTIAQ+ (lesbian, gay, bisexual, transgender, intersex, asexual, queer/questioning, and other). Consider referring to 'sexuality, gender and sex diversity' rather than the acronym to be more inclusive, as many identities are not included in the listed	
3.2	Grammar		
3.2.1	Abbreviations and acronyms	Limit the use of unfamiliar acronyms and abbreviations. If you need to use them spell out in first reference and use the abbreviated form the second reference onward (e.g. <i>The Australian Dental Council (ADC) sent the report on 5 July 2019. A response was received by the ADC in late-July.</i>). Common abbreviations (e.g. scuba, Qantas, URL, QR code) are acceptable without explanation. Use your judgement and choose the option least confusing for the reader. Do not include full stops between initials (e.g. JD Story not J.D. Story), unless the initials are part of an official title (e.g. U.S. Best News).	Always use full stops for 'e.g.' and 'i.e.' but no comma. Avoid adopting, or inventing, obscure acronyms or abbreviations. It's appropriate to use the full name at first reference and then use generic terms like 'the association', 'the group', or 'the committee' in later references. Use a capital letter when using a generic term in place of an ADC committee or working group (e.g. the Committee, the Board, the Member).
3.2.2	Archaisms	Avoid archaisms, which are phrases or words considered outdated (e.g. 'whilst' use 'while', 'amongst' use 'among', and 'shall' use 'will'). The ADC's written voice for most audiences should be approachable. Archaisms create an impression of pretension and elitism.	It is appropriate to use archaisms in a legal context as these are often used in legal documents, such as contracts.
3.2.3	Contractions	Avoid contractions for media releases and formal contexts, such as annual reports. Exercise judgement on when they would be most effectively used for an approachable tone and if they are appropriate for your audience.	Avoid negative constructions that include 'cannot', 'should not' and 'must not' – rewrite positively where possible.

3.2.4 Italics

Use italics for:

- when referencing ADC publications, titles, and guidelines
- for titles, such as:
 - newspapers – *The Age, Herald Sun, The Australian*
 - magazines – *Bite, Australasian Dental Practice*
 - radio and television programs – *Channel 9 News*
 - books – *To Kill a Mockingbird*
 - legislation – *Dental Benefits Act 2008*
- for scientific names of plants and animals – the kangaroo, or *macropus macropodidae*, is common in parts of Australia.

Avoid using italics for:

- names of businesses, organisations or sports clubs, including businesses, organisations and clubs with non-English names
- hyperlinks as research shows conventional formatting rules for hyperlinks draw attention to works when a user is scanning, so adding italics creates an additional layer of formatting which detracts from simple, effective, and widely used conventions

3.2.5 Quotes

Avoid using synonyms for 'said'.

Use the person's full name, including awarded titles only, on first mention (e.g. 'Dr Elliot Parker said', 'Sasha Jones said') but only use their last name, and awarded title if relevant, for the rest of a page, story or article ('Dr Parker said', 'Jones said').

Always write 'said' after the name of the quoted person (e.g. "It's ground-breaking technology," she said (not 'said she') or "It's ground-breaking technology," Dr Parker said (not 'said Dr Parker')).

Always include a quote exactly as written or said by the source unless they have approved any changes. It is appropriate to reduce the word count of quotes by including an ellipsis (...) to indicate missing content, if you don't alter the meaning (note: do not add a space after an ellipsis when using it in the middle of a sentence, e.g. "It was a great course...one of the best," she said.)

When writing quotes that run over more than one paragraph, omit the closing quotation marks on all paragraphs except the final one.

EXAMPLE:

"I've always been interested in practising as a dental professional in another country," Milbourne said.

"The Australian Dental Council dental practitioner assessment process gave me the opportunity to demonstrate my skills.

"After completing the process, I registered with the Dental Board of Australia and am now practising in Melbourne."

To clarify information within a quote, use square brackets (e.g. "He [Jones] was so rude to me," Chan said.)

3.2.6 Web addresses

Use lower case for all URLs and email addresses when they must be included.

Don't include the 'http://' or 'www.' part of the web address, or the final forward slash at the end of the address (e.g. 'google.com' not 'http://www.google.com/' or 'www.google.com').

Always check a URL before shortening it, as some older sites require the 'www' to work properly; if a site requires the 'www' to load, include it.

Don't include hyperlinks in headings.

For web:

- Where possible, hyperlink text to a website rather than including the URL in-text.

For print:

- When writing a URL in a sentence, rewrite the sentence where possible to avoid the URL being at the end of the sentence. Where this isn't possible, use a full stop at the end of the sentence even if it is after a URL.
- If a URL can't fit on one line, the break should come before a full stop, single slash, or other punctuation mark. If a URL is so long that it breaks a line, consider using a link shortener such as bit.ly.

3.3 Punctuation

3.3.1 Ampersands

Use ampersands when they are part of an official name (e.g. Dolce & Gabbana, Tiffany & Co).

Some businesses use non-traditional ampersands (e.g. Black + Decker). In these situations, just use the word 'and' (e.g. Black and Decker). Non-traditional ampersands cause confusion for screen readers.

When design restrictions limit space so that 'and' cannot be written in full (such as in buttons, menus or tables), it is permissible to use an ampersand. If space allows, always write 'and' in full.

In all other situations, do not use ampersands – write 'and' in full.

3.3.2 Apostrophes

To form the possessive of singular nouns or indefinite pronouns, add an apostrophe and s (e.g. 'A dog's breakfast.').

Plural nouns ending in s just get the apostrophe (e.g. 'The politicians' dispute.')

Treat plural forms not ending in s as you would singular nouns: children's games.

For personal names ending in s, add an apostrophe and another s (e.g. 'Alexis's car', 'Herodotus's work'.)

Note some set phrases are treated as singular (e.g. 'writer's block' and 'cow's milk.')

If a period of time modifies a noun, use an apostrophe: he was sentenced to 10 years' jail, she is taking six weeks' holiday. Or rewrite the phrase: he was sentenced to 10 years in jail, she is taking six weeks off. No apostrophes when the time period is adverbial: two weeks old, six months pregnant.

Misplacing an apostrophe can change the meaning of a phrase. My brother's friend's house is different to my brothers' friend's house, and different again to my brother's friends' house. Australian place names generally don't have apostrophes: Kings Cross, Badgerys Creek. Some international place names retain them. Always check.

3.3.3	Brackets	Use round (brackets) for general communications. Only use [square brackets] when: • Showing that text is missing in a training document or template (e.g. 'include adc.org.au/[article name]') • Showing an error within quotes (e.g. "Sarah called his [sic] mother," she said) • Clarifying information within quotes (e.g. "He [Mr Jones] was so rude to me," Ms Chan said).	
3.3.4	Capitalisation	Sentences should always start with a capital letter. Initial capitals should also be used for proper nouns and for proper names. High public office titles, such as Prime Minister, Treasurer, and Attorney-General should be capitalised. If a job title comes immediately before a person's name, it should be capitalised (e.g. 'The Australian Dental Council Chief Executive Officer, Narelle Mills said the new accreditation measures would improve learning outcomes for dental students.')	Occupations, seasons, and job titles coming after a person's name are not capitalised (e.g. 'The dentist explained the procedure in detail.' and 'It was a beautiful summer day.') Unless they contain a proper name, disease and virus names to do not take an initial capital. (e.g. 'It was the third case of meningococcal recorded in Queensland in the past month.' and 'The patient is showing symptoms of Alzheimer's disease.'). Always capitalise nationalities and languages (e.g. Australian, English, Indian).
3.3.5	Commas	A comma marks the smallest break in the continuity of a sentence. Despite this apparently modest role, it can enhance clarity in several important ways. The use of a comma in writing is often a matter of judgement and personal preference. Most of the time there is no right or wrong use for a comma, just ensure the style you use is consistent.	Oxford commas Only use the Oxford comma, also called the serial comma, where necessary to clarify meaning. For example: • 'I love my parents, Lady Gaga and Humpty Dumpty' implies that Lady Gaga and Humpty Dumpty are your beloved parents. This should be written as 'I love my parents, Lady Gaga, and Humpty Dumpty'. • 'I had bacon, eggs and toast' is not ambiguous so does not require an Oxford comma. Use an Oxford comma for in-sentence lists where multiple items are linked with 'and': 'He bought gin and tonic, soda water and lime, and vodka as a round for the whole team.'

3.3.6 Dashes

There are three types of dashes: the em rule, the en rule and the hyphen. Internationally, their use is far from standardised.

At the ADC we use them in the following ways.

If you are unsure how to insert dashes in Word, [Typewolf](#) has a useful online guide on keyboard shortcuts for dashes on Mac and PC.

Hyphens (-)

Use a hyphen:

- when using terms adjectivally, but not when using them as nouns: the decision-making process was protracted; this procedure expedites decision making
- when the last letter of a single syllable prefix and the first letter of the word are the same vowel: re-educate not reeducate; de-emphasise not deemphasise
 - however, cooperate, coordinate and their derivatives are no longer hyphenated.
- to avoid confusing one word with another: compare he re-signed the document with the executive resigned
- with co-(joint) and ex-(former), whether or not the attached word begins with a vowel: co-accused; co-worker; ex-admiral; ex-wife
- Don't use a hyphen between words that could be better written as one word: it's waterfowl, not water-fowl. Also, no hyphen after adverbs ending in -ly, or very: a highly respected lawyer. Check the [Cambridge Dictionary](#) if unsure.

En rule (–)

Use an en rule, not a hyphen:

- to link spans of figures, time, and distance: pp. 466–53; 1979–91; May–July; City–Pymble buses
- to show a link between words that retain their separate identities: the body–mind split; a north–south alliance; a copper–zinc alloy.

Use a spaced en rule if more than one word is to be linked on either side: the Victoria – New South Wales border; 16 BC – 70 AD.

Do not use an en rule to substitute for and with the word between, or to substitute for to with the word from: 'the years between 1990 and 2005', not 'the years between 1990–2005'; 'from 20 to 25 applicants', not 'from 20–25 applicants'.

Em rule (—)

Use em rules sparingly to:

- link words that signify an abrupt change: We decided to go by air — a momentous decision under the circumstances.
- introduce an amplification: Budget cuts will have dramatic effects — for example, Australian television content will ultimately decrease.
- indicate parenthesis within a sentence: Her abrupt change of direction — this time in favour of the savings — left them mystified.

3.3.7 Forward slash

Use a space before and after a forward slash when writing groups of words (e.g. foreign correspondence manager / corporate relations advisor).

Don't use spaces when you use a forward slash to stand in for 'per' (e.g. \$800/week, 60km/h), or when you are separating small words or values (e.g. his/her, he/she, and/or). If using a space improves readability, use one.

3.3.8	Full stops	Only use one space after full stops. Don't include full stops between a person's initials (e.g. JD Story, not J.D. Story) in any context, unless the initials are part of an official title (e.g. U.S. Best News). Always use full stops for 'e.g.' and 'i.e.'(but no comma).	
3.3.9	Quotation marks	Use double quotation marks for direct quotes, and use single quotation marks for quotes within quotes. Also use double quotation marks for the following: • titles of unpublished documents • titles of small parts of a larger work • titles of articles in a journal or periodical • titles of essays, lectures, poems, or songs (e.g. "You're the Voice" from John Farnham's Whispering Jack).	Use single quotation marks to draw attention to single words or phrases that aren't direct speech (e.g. click the 'About us' tab on the ADC website). Avoid 'scare quotes' – using quotation marks for emphasis – as they can seem insincere, sarcastic, or suggest the opposite meaning to what was intended (e.g. Mrs Lovett's pies contain a 'special ingredient').
3.4	Numbers	Spell out numbers from zero to nine; use numerals for 10+ (e.g. five, 15). Same rule applies for ordinal numbers (e.g. first, 10th). Do not superscript ordinal numbers (e.g. 12th not 12th). Spell numbers out in full if at the start of a sentence or, if unwieldy, recast the sentence so the number is repositioned within the sentence. The following are exceptions to this rule: • addresses (e.g. 4 Rock Street) • currency (e.g. \$3) • dates (e.g. 2 January) • defined periods of time (e.g. Week 1, Semester 1, etc.) • degrees of temperature (e.g. 4°C) • page ranges (e.g. pp. 1–14) • time (e.g. 9am) • years (e.g. 1990s).	Use numerals up to 1 million (e.g. 999,999) but spell out after (e.g. 1.5 million, 1 billion). Use a comma only after five numerals (e.g. 1200 not 1,200). The exception to this rule is in regard to documents supplied or used by the finance team, such as in the Annual Report, where commas in four-digit numbers are essential for figure alignment in tables. Use decimals rather than fractions (e.g. 0.5 not 1/2) or spell out. Exercise judgement about whether a fraction needs to be spelled out – '3.5–4.5 years' becomes long and less readable when spelled out in full. Whichever option you choose, aim to be internally consistent within a story/publication. Hyphenate fractions when they are spelled out (e.g. Monitoring requirements have been placed on two-thirds of accredited programs).

3.4.1	Century	Spell out centuries in text according to standard number rules (e.g. first century, 21st century). Do not capitalise 'century'.	
3.4.2	Currency	Always use numerals when writing currency. Use numerals up to \$1 million, but spell out after \$1.5 million and \$1 billion. Where text contains monetary amounts in different currencies, or where confusion may result, use the appropriate letter or letters before the dollar sign.	For dollar currencies, use the appropriate letter or letters before the dollar sign (e.g. A\$150, US\$20,000). For non-dollar currencies, place the relevant symbol immediately before the numerals (e.g. ¥15,000, €250, £375).
3.4.3	Dates	The ADC's preferred date order and format is Day Month Year (e.g. 1 January 2013, Tuesday 28 February 2017). There are no commas after the day or month. Don't use ordinal numbers in dates (e.g. 1 January, not 1st January or January 1st) Don't include apostrophes when referring to a decade (e.g. use 1970s not 1970's).	
3.4.4	Per cent	Always use 'per cent' (not percent). When design restrictions limit space so that 'per cent' cannot be written in full (such as in buttons, menus, or tables), it is permissible to use %.	If space allows, always write 'per cent' in full. If using %, use it consistently through the section you need to use it (i.e. if you need to use % in a table where space is constricted, use it consistently throughout the table; however, you do not then need to use % instead of 'per cent' throughout the rest of the publication/website).
3.4.5	Phone numbers	Use different phone number formats for different audiences. If you have multiple audiences, use the highest level in the order shown; also note formatting and spaces for separating area and dialling codes, not brackets or dashes: • International: +61 3 9657 1777 • Domestic: 03 9657 1777 • Local (Victoria): 9657 1777	For web content, ensure phone numbers work on mobile by using the following code. 9657 1777. For mobile phones, use the following formats: • International: +61 404 000 000 • Domestic: 0404 000 000.

3.4.6 Time

Use a full stop between hours and minutes (not a colon); don't use .00 if the time is on the hour (e.g. 9am, 9.30am not 9.00am, 9:30am).

Use 12 midday and 12 midnight where appropriate to avoid confusion (e.g. 'Applications are due at 12 midday on 13 June.').

Use an en-dash between two periods of time and don't repeat am/pm for times in the same half of the day (e.g. 9am–5pm, 4–8pm).

Always use 'from' and 'to' together when referring to a time/date (e.g. from 9am to 5pm).

No full stops in 'am' or 'pm' (e.g. 9am not 9 a.m.).

Don't use a space between the number and am/pm (e.g. 9am, not 9 am).

Use an en-dash with no spaces on either side to separate periods of time when referring to the whole time (e.g. 'from 9am–5pm'); use 'and' when referring to periods between times (e.g. 'between 9am and 5pm' not 'between 9am–5pm').

Avoid using the words 'biweekly' (meaning either twice a week or every two weeks), 'fortnight/ fortnightly' (every two weeks), 'biannual/biannually' (twice a year), 'biennial/biennially' (once every two years). Instead, spell out to remove ambiguity, especially for international readers (e.g. The sessions will be held once every two weeks).

3.5 Lists

3.5.1 Bulleted lists

Three types of bulleted lists exist: simple lists, bulleted lists made up of complete sentences, or bulleted lists used within a sentence.

Simple lists

Use minimal punctuation for simple lists. Indicate the start of a simple list with a colon and use a full stop after the last item. Example:

The line-up for the concert includes:

- Adele
- The Rolling Stones
- Paul Simon
- The Whitlams.

Lists using complete sentences

Capitalise and punctuate as you would any sentence.

My important list of points:

- Here is my first point. This point is made up of two complete sentences with correct punctuation, including full stops.
- This is my second point. This second point is made up of two complete sentences with correct punctuation, including full stops.
- This is my third point. This is the end of my list.

Bullet points within a sentence

If the preceding text and bullet points form a complete sentence, capitalise, and punctuate as you would any ordinary sentence or list, and finish the final bullet point with a full stop. Use commas rather than semicolons at the end of each list item.

Use 'and' or 'or' as appropriate on the second-last bullet point.

If you are in good standing, you will receive an academic warning if:

- your GPA falls below 3.5 for a given semester, or
- you fail 50% or more of your enrolled units for a given semester.

3.5.2 Numbered lists

Numbered, or letter, lists are used when you need to show priority or chronology within the series, or where individual items need to be identified for later reference.

When using a numbered list, the same rules are used as writing a bulleted list.

3.6 Words and vocabulary

3.6.1 Spelling

Use Australian English; the [Cambridge Dictionary](#) is the ADC's standard reference.

Never use American spelling (e.g. color, organization), unless it is part of an official title or name (e.g. World Health Organization).

3.6.2 Confused words

Affect and effect

Usually 'affect' is a verb, meaning 'to impact or change' and 'effect' is a noun, meaning 'the result of an action'.

- The storm affected dozens of houses in Melbourne's south-east.
- The effect of the storm was devastating.

Effect can also be used, less commonly, as a verb, meaning 'to bring about'. It is usually accompanied in this context with nouns like 'change' or 'solutions'.

- The researchers wanted to effect change in the policy to improve people's lives.

Fewer and less

In general, use fewer with numbers of things: we need fewer bottles. Use less in reference to quantities: this year, cattle are drinking less water. Less is uncontroversially used in a few places where we might expect to see fewer, including measurements of times and certain idiomatic constructs: the offenders served less than six months in jail, 25 words or less.

Enquire and inquire

Use 'enquire' in a general sense as a substitute for 'ask' or 'question'. Use 'inquire' when you mean a formal investigation into something (e.g. a police inquiry, scientific inquiry).

Practise and practice

In Australia 'practice' is a noun. It is defined by the Macquarie Dictionary as a 'habitual or customary performance' and the 'exercise of a profession or occupation'.

In the examples, 'She manages a Law practice' and 'it's common practice', practice is a noun (or thing).

It's also used as an adjective, such as in 'Jane took a practice shot.'

Conversely, 'practise' is a verb. You could practise guitar; you could be practising examination techniques. The Macquarie Dictionary defines 'practise' as 'to carry out, perform, or do habitually' and 'to perform or do repeatedly in order to acquire a skill or proficiency'. This 'practise' is an action.

Reference materials

There is usually more than one way to express something. Find the simplest, clearest option.

The table below provides simple alternatives for longer words and phrases. This is a guide only. In some cases, you may need to use the complex word or phrase rather than the alternative.

Complex word/phrase	Alternative
acquire	buy, get
additional	more, extra
adequate number of	enough
address the issue	solve the problem answer the question
advising in relation to	advising on, advising about
a number of	some, many, few or tell people how many there were
approximately	about
as a consequence of	because
ascertain	find out
assist	help, support, guide
at a later date	later, soon or tell people a specific or rough timeframe
at this point in time	now
attempt (verb)	try
cease	stop, end
cognisant of	aware of, know
collaborate with	work with
commence	start, begin
concerning	about
consequently	so
create a dialogue	speak, discuss, talk
deliver, drive	say what you're doing e.g. increasing
desire	want
despite the fact that	although or break up the sentence to avoid this phrase
disburse	pay
discontinue	stop, end
dispatch	send
due to the fact that	because
exit (verb)	leave
give consideration to	consider

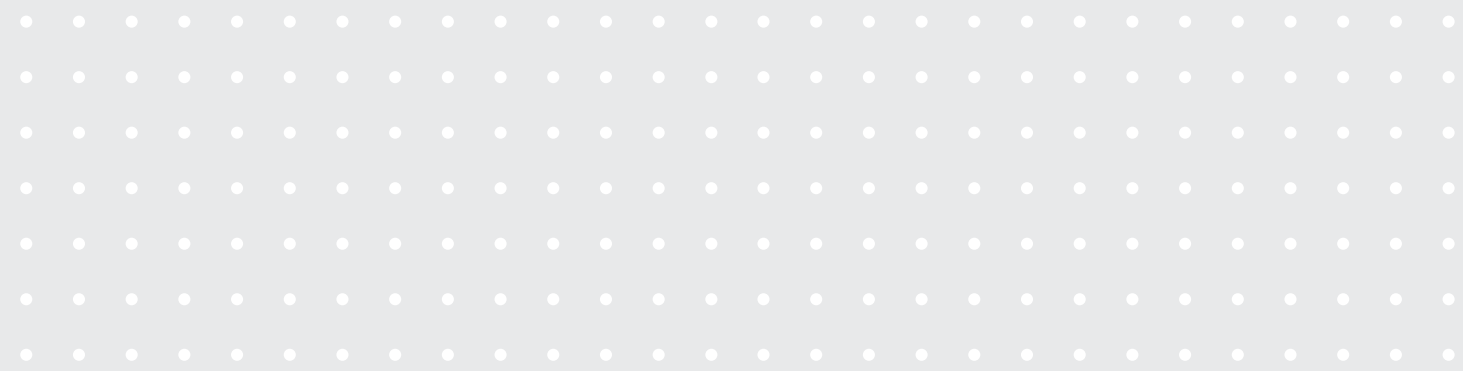
Complex word/phrase	Alternative
impact, impact on (verb)	affect
implement	apply, install, do, start
in order to	to
in receipt of	get, have, receive
in relation to	about, on
in regard to	
in respect of	
in the event that	in, when
inquire	ask
is unable to	can't, cannot
is requested that you declare	declare
leverage	use, build on
make an application	apply
make a complaint	complain
manner	way
methodology	method
notwithstanding	even though, though, even if, despite
obtain	get, have
presently	now
prior to	before
primary	main
provide a response to	respond to
provide assistance with	help, support
pursuant to	under
reach or make a decision	decide
require	need, must
subsequently	after
table (verb)	address, discuss, release
thereafter	then, afterwards
until such time as	until
upon	on
utilise	use
whilst	while
with reference to	about
with regard to	
with respect to	

At the ADC we encounter a wide range of acronyms. This list are just some of the acronyms used at the ADC.

Acronym	Description
ACNC	Australian Charities and Not-for-profit Commission
ACODS	Australasian Council of Dental Schools
ADA	Australian Dental Association
ADOHTA	Australian Dental and Oral Health Therapists Association
ADPA	Australian Dental Prosthetists Association
AGM	Annual General Meeting
AHMAC	Australian Health Ministers Advisory Council
AHPRA	Australian Health Practitioner Regulation Agency
AICD	Australian Institute of Company Directors
AIDER	Asia Pacific Institute of Dental Education and Research
AIMS	ADC Item Management System (database)
ALG	Accreditation Liaison Group (reps from AHPRA, Boards, Councils)
ALTC	Australian Learning and Teaching Council
AMC	Australian Medical Council
AQF	Australian Qualification Framework
ASIC	Australian Securities and Investments Commission
ASQA	Australian Skills Quality Authority
AWAPA	Australian Workforce and Productivity Agency
AUQA	Australian Universities Quality Agency (replaced by TEQSA)
BOH	Bachelor of Oral Health
CDAC	Commission on Dental Accreditation of Canada

Acronym	Description
CMS	Client Management System (database)
COAG	Council of Australian Governments
COHA	College of Oral Health Academics
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DBA	Dental Board of Australia
DC(NZ)	Dental Council of New Zealand
DHAA	Dental Hygienists Association of Australia
DHSV	Dental Health Services - Victoria
DPAC	Dental Practitioner Assessment Committee
EFT	Effective Full Time (related to staff employment)
ERG	Expert Reference Group
ESOP	Extended Scope of Practice
FARM	Finance, Audit and Risk Monitoring Committee
FDI	World Dental Federation
FFOP	Fellow of the Faculty of Oral Pathology
HELP	Higher Education Loan Program
HOS	Head of School
HPACF	Health Professions Accreditation Collaborative Forum
IELTS	International English Language Testing System
ISDR	International Society of Dental Regulators
MCQ	Multiple Choice Question
National Law	Health Practitioner Regulation National Law Act 2009

Acronym	Description
NDEB	National Dental Examining Board of Canada
NHMRC	National Health and Medical Research Council
NRAS	National Registration and Accreditation Scheme
NPS	National Prescribing Service
OET	Occupational English Test
OMS	Oral and maxillofacial surgery
OSCE	Objective Structured Clinical Examination
RACDS	Royal Australasian College of Dental Surgeons
RACGP	Royal Australian College of General Practitioners
RCPA	Royal College of Pathologists of Australasia
SBA	Single Best Answer
SBQ	Scenario Based Question
SET	Site Evaluation Team
SOL	Skilled Occupations List
ASQA	Australian Standards Quality Agency (VET version of TEQSA)
TAFE	Technical and Further Education
TEQSA	Tertiary Education Quality & Standards Agency (replaced AUQA)
TTMR	Trans-Tasman Mutual Recognition Agreement
VDGYP	Voluntary Dental Graduate Year Program
VET	Vocational Education and Training
WHO	World Health Organisation
YTD	Year to Date



Further information

Please contact the ADC Communications team if you have any questions, or would like further information.

